

Hillsborough County Public Schools

# Farnell Middle School



## 2022-23 Schoolwide Improvement Plan

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## Farnell Middle School

13912 NINE EAGLES DR, Tampa, FL 33626

[ no web address on file ]

### Demographics

**Principal: Kelinda Lockett**

Start Date for this Principal: 1/24/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	29%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: A (74%) 2018-19: A (75%) 2017-18: A (77%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Hillsborough County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Farnell Middle School

13912 NINE EAGLES DR, Tampa, FL 33626

[ no web address on file ]

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	29%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	49%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

Farnell Middle School strives to educate and nurture the whole child while maintaining high academic standards with respect for diverse learners. We seek active involvement with the community. We value a safe learning environment for all.

#### Provide the school's vision statement.

Farnell Middle School aims to be a united community of learners committed to achieving our maximum potential

### School Leadership Team

#### Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Lockett, Kelinda	Principal	
Alvarado, Allan	SAC Member	
Guerra, Cheryl	Assistant Principal	
Hartman, Jonah	Teacher, K-12	Math SAL
Hartman, Holly	Teacher, K-12	Social Studies SAL
Narayan, Rekha	Teacher, K-12	Science SAL
Reitnauer, Amy	Teacher, K-12	Literacy SAL
Wilson, Meredith	Teacher, K-12	AVID Coordinator

### Demographic Information

#### Principal start date

Sunday 1/24/2021, Kelinda Lockett

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

17

**Total number of teacher positions allocated to the school**

59

**Total number of students enrolled at the school**

1,197

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

6

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

5

### Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	415	386	396	0	0	0	0	1197
Attendance below 90 percent	0	0	0	0	0	0	40	47	66	0	0	0	0	153
One or more suspensions	0	0	0	0	0	0	4	18	14	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	35	33	42	0	0	0	0	110
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	36	39	37	0	0	0	0	112
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	4	5	0	0	0	0	10

Using current year data, complete the table below with the number of students identified as being "retained.":



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	6	4	0	0	0	0	0	10

**Date this data was collected or last updated**

Monday 8/22/2022

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	370	388	407	0	0	0	0	1165
Attendance below 90 percent	0	0	0	0	0	0	47	51	59	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	13	8	27	0	0	0	0	48
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	20	21	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	25	16	16	0	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	1	10	0	0	0	0	15

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	370	388	407	0	0	0	0	1165
Attendance below 90 percent	0	0	0	0	0	0	47	51	59	0	0	0	0	157
One or more suspensions	0	0	0	0	0	0	13	8	27	0	0	0	0	48
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	17	20	21	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	25	16	16	0	0	0	0	57
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	4	1	10	0	0	0	0	15

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%	50%	50%				79%	51%	54%
ELA Learning Gains	66%						68%	52%	54%
ELA Lowest 25th Percentile	52%						61%	47%	47%
Math Achievement	76%	36%	36%				81%	55%	58%
Math Learning Gains	75%						72%	57%	57%
Math Lowest 25th Percentile	66%						62%	52%	51%
Science Achievement	69%	52%	53%				74%	47%	51%
Social Studies Achievement	88%	58%	58%				87%	67%	72%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	78%	53%	25%	54%	24%
Cohort Comparison						
07	2022					
	2019	78%	54%	24%	52%	26%
Cohort Comparison		-78%				
08	2022					
	2019	78%	53%	25%	56%	22%
Cohort Comparison		-78%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	71%	49%	22%	55%	16%
Cohort Comparison						
07	2022					
	2019	83%	62%	21%	54%	29%
Cohort Comparison		-71%				
08	2022					
	2019	43%	31%	12%	46%	-3%
Cohort Comparison		-83%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	74%	47%	27%	48%	26%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	86%	67%	19%	71%	15%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	96%	63%	33%	61%	35%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

## Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	24	34	31	32	51	45	20	65			
ELL	63	67	58	73	73	61	52	81	97		
ASN	90	80	60	95	90		83	97	98		
BLK	59	67	53	50	63	59	71	80			
HSP	69	64	56	65	71	66	52	85	100		
MUL	83	73	67	77	69	67	71	89	100		
WHT	75	63	47	79	75	66	75	88	96		
FRL	62	63	51	56	63	60	49	74	96		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	22	40	38	23	44	50	30	32	60		
ELL	51	64	51	59	55	49	33	63	91		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	89	79	59	90	61		86	93	95		
BLK	62	53	15	47	43	33	50	67	53		
HSP	59	57	39	57	53	50	48	65	78		
MUL	86	75	85	73	63		90	80	67		
WHT	78	63	47	78	63	56	75	82	90		
FRL	60	56	41	53	51	48	57	64	80		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	36	50	50	40	51	48	15	57	67		
ELL	54	71	67	64	73	56	66	74	85		
ASN	91	80	75	94	84		88	94	95		
BLK	67	62	73	71	70	56	55	91	95		
HSP	64	62	58	68	64	54	71	76	87		
MUL	79	59	54	85	64	70	53	77	88		
WHT	83	69	61	84	74	68	77	90	89		
FRL	66	60	53	70	64	55	56	75	85		

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	741
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	87
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	63
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	77
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	75
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

There is improvement across the math department. Students with disabilities are consistently underperforming.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Achievement and learning gains for students with disabilities is the area needing the greatest improvement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teachers will need to plan for and layer in instructional supports for students with disabilities. Students will need additional tutoring and targeted instruction during the school day and throughout the school year.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math learning gains, Math gains for lowest 25%, and social studies showed the most improvement.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Teachers in the math department participated in teacher led learning groups to target needed remediation and enrichment. Civics monitored student data through ongoing assessments and individualized student review based on performance on benchmarks.

#### What strategies will need to be implemented in order to accelerate learning?

We will need a schoolwide plan for targeted instruction so that teachers are tracking student progress monitoring data and formative data and planning lessons tailored to student needs.

#### Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will participate in PD around differentiation, teacher led learning groups, analyzing data, and the District instructional frameworks.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will develop a system of supporting students during the school day with targeted lunch bunch support groups, ongoing teacher feedback, and planning and data analysis protocols.

### Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

### #1. ESSA Subgroup specifically relating to Students with Disabilities

#### Area of Focus Description and Rationale:

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Students with disabilities are performing far below the schoolwide averages.

#### Measurable Outcome:

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

By PM2, SWD will score within 25 points of their traditional counterparts.

#### Monitoring:

**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers and PLC groups will utilize PM and Common assessments to plan targeted instruction and monitor and address student progress throughout the year.

**Person responsible for monitoring outcome:**

Kelinda Lockett (kelinda.lockett@hcps.net)

#### Evidence-based Strategy:

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Planning protocols, differentiated instruction, teacher led small groups

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

When teachers are able to accurately analyze data in a PLC, they can plan for the needs of the students and then address those needs in targeted learning groups.

#### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher Training on PLC protocols

**Person Responsible**

Holly Hartman (holly.hartman@hcps.net)

Teacher training on teacher led small groups

**Person Responsible**

Jonah Hartman (jonah.hartman@hcps.net)

Model classrooms for teacher led small groups

**Person Responsible**

Jonah Hartman (jonah.hartman@hcps.net)



**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Students will have the opportunity to engage in standards aligned reading, writing, and inquiry in order to ensure that students are appropriately challenged each day.

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By December 2022, 85% of Core academic teachers will implement a standards aligned reading, writing, or inquiry learning task.

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

Student progress will be monitored through PM assessments. Teacher practice will be monitored through PLC planning and classroom walkthroughs

**Person responsible for monitoring outcome:**

Kelinda Lockett (kelinda.lockett@hcps.net)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

AVID strategies per subject area

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Along with differentiated instruction, students need opportunities to demonstrate learning in a rigorous, on level medium.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

AVID strategies PD

**Person Responsible**

Meredith Wilson (meredith.wilson@hcps.net)

Model Classrooms and classroom walkthroughs to demonstrate AVID strategies

**Person Responsible**

Meredith Wilson (meredith.wilson@hcps.net)

**RAISE**

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

N/A

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

N/A

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

N/A

**Grades 3-5: Measureable Outcome(s)**

N/A

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

**Action Step****Person Responsible for Monitoring**

N/A

## Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

### Describe how the school addresses building a positive school culture and environment.

Our theme is United to Achieve Maximum Potential. We will strive to build a sense of community among the staff, the students, and the community we serve. We will work to build equity by assessing equitable practices in everything we do. Teachers will create collaborate structures in their classrooms that allow for students to interact respectfully.

### Identify the stakeholders and their role in promoting a positive school culture and environment.

Administration and Teacher Leaders - establish the goals, activities and timelines for schoolwide unity activities

Teachers - implement grade level and classroom unity and citizenship activities

Students - recognize each other for positivity